

**Katy Independent School District**  
**Katy Elementary**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

Katy Elementary, in partnership with family and community, provides unparalleled learning experiences designed to help each child develop a lifelong love of learning and live an honorable, fulfilling life, prepared to create the future.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Katy Elementary is the original elementary campus in Katy ISD. Our campus was recognized during the 2017-18 school year with a Historical Marker from Harris County commemorating the site of our campus as the original school in Katy ISD, one hundred years ago. Our school continues to serve a community of students who range from the sixth to second generation in the family to attend Katy Elementary School, in addition to first generation KE students. The level of parental involvement is high and provides the campus with a large number of parent volunteers through the campus PTO. High levels of community support and involvement continues to be the norm. Our campus also serves many student transfers of Katy ISD staff working in close proximity to our campus.

Student enrollment at Katy Elementary continues to increase gradually. Our projected enrollment for this school year is 707, which will be an increase of approximately 25 students. Our special education student population continues to remain at 25% with the loss of our one LifeSkills classroom and the addition of a second ECSE classroom, in addition to our resource and in class support services. The number of LEP students remains at 5%, with less than 1% as ESL. The number of GT students continues to stay at 5%. The number of At Risk students is increasing from 33% to 46%. We continue to have one pre-kindergarten classroom serving students in a full day program with students in our attendance zone and those of neighboring schools with classes filled to capacity. Our number of students served in dyslexia continues to remain constant with a decrease of dyslexia teachers from 2 to 1.5.

Our current student enrollment is 46% At Risk, 27% economically disadvantaged, .6% ESL, 4% GT, 5% LEP and 25% special education. Despite a relatively low percentage of LEP and ESL students, our campus expectation remains for all grade level teachers to obtain their ESL certification. Collaborative teaching strategies and co-teaching in intermediate grades will continue to be refined to provide for more inclusion of special education students in the general education setting for first teach with new instructional block scheduling, resulting in increases in growth for special education students.

Katy Elementary School continues to place a high priority on employing and maintaining a high-quality, talented staff. Although our campus has new hires in first, third, fourth and fifth, all new hires, except two who are experienced in their positions. Student enrollment increases in fourth grade has resulted in the addition of teachers on the team from 5 to 7. All other grade levels will remain within the range of 4-6 teachers on each team. We have experienced staff in all positions except for a long term sub in a special education teaching position who will complete her graduate degree in education and certification in December 2023. Grade level teams are departmentalized in grades 1-5, with fourth and fifth grade, where there is a three way and two way split. Second grade will have one self contained teacher due to an odd number of five sections. The number of teachers with ESL certification continues to increase, with all RLA teachers of record for EL students in every grade level certified. Last year our second and third grade teachers, ICs and new hires all successfully completed the Texas Reading Academy. This year only one ECSE and any new hires will participate in the Texas Reading Academy.

Our campus has been undergoing an extensive renovation to our campus the past two years, which required multiple moves through each phase throughout the school year. The expected final completion date to the entire project is August 2023.

### Demographics Strengths

Katy Elementary has many strengths. Some of the most notable demographics strengths include:

1. Many families move into our area just for the schools. Because our families value education we have many supportive and actively involved parents with students who are committed to academic excellence.
2. Our school has an active PTO and volunteer program that supports students by serving as mentors, tutors and provide assistance to students in need.

3. Students at Katy Elementary are very accepting of new students regardless of race or ethnicity.

4. Our 2022 Accountability Rating was an overall "A", with Distinctions earned in math, science and Top 25 Percent Comparative Closing the Gaps.

Staff strengths include:

- Katy Elementary's faculty remains relatively small, with the largest grade level team having seven team members, which allows for more collaboration and unity on teams.
- Our smaller staff continues to provide a sense of family that supports one another.
- Each new staff member is assigned a buddy or mentor (if a first year teacher) to assist them throughout the year.
- The majority of staff members with 10 or more years of teaching experience continues to exceed the district and state average.
- One hundred percent of our homeroom teachers successfully implemented Morning Meetings to further support a campus wide approach to positive behavior supports.
- The staff actively applies and utilizes resources and strategies from Lead4Ward to effectively support and foster student growth across grade levels.
- Weekly scheduled team planning days, quarterly scheduled full day long range planning days, Power Up Mondays and learning walks are utilized to significantly increase the opportunities for all staff to engage in collaboration to effectively meet the needs of each student.

# Student Learning

## Student Learning Summary

### 2023 STAAR Grades 3-5 Preliminary Data

	Math	Reading	Science
Likely Did Not Pass	2%	3%	4%
Zone of Uncertainty	29%	16%	23%
Likely Passed	69%	81%	72%

Subject	District Average	KE average
Reading	80%	81%
Math	69%	69%
Science	63%	72%

### Student Learning Strengths

1. Preliminary STAAR data indicates our campus performed at or above the state and district average in reading, math and science
2. All students tested on STAAR Alt 2 met or exceeded performance standards
3. Amira end of year data indicates students demonstrating growth in reading across grade levels
4. All students in grades 2-5 performed at or above the district average on all DLAs and interims
5. Preliminary STAAR data indicates our campus performed above the district average in reading and science

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** A lower percentage of students in grades 3 and 4 score at meets or exceeds in reading and math, as compared to students in grade 5. **Root**

**Cause:** Teachers in grades 3-4 lack the skills and tools to target student needs in small group instruction.

# School Processes & Programs

## School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Katy Elementary is guided by the TEKS Resource System scope and sequence and the results of campus based assessments. Each quarter, each grade level team maps out the specific skills and standards that will be taught for the upcoming quarter, during team PLC meetings under the guidance of the instructional coaches. Although teachers plan for the upcoming quarter, specific small group instruction has been only a small part of the long range plan.

Assessment plays a major role in decision making and take on many different forms at Katy Elementary. Campus level disaggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Long range planning takes place in PLC planning meetings prior to the beginning of each grading period. In the past, common assessments were developed to assess student knowledge of skills at the end of the grading period, prior to the beginning of the instructional period, at a level aligned with state and district standards in the areas of ELA, math and science. This past year, our campus piloted Amira, a state approved reading application which individually assessed and monitored each student's progress in reading, according to each reading strand. Katy ISD has now approved Amira for use as part of its new ELA curriculum and will be used to track each student's growth in reading. Amira will be continued to be used to track students progress in reading in grades K-5, replacing Fountas and Pinnell. In addition, all students in Katy ISD will be assessed in reading following each unit, using HMH assessments, replacing common assessments in ELA. Teachers will continue to monitor student progress utilizing additional assessments, including Texas KIA, TPRI, STAAR, interim assessments, TELPAS and Dreambox. Students in grades 3-5 are administered the Fitness Gram in physical education class. Dyslexia students are administered beginning of year and end of year assessments to monitor progress. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students. Data is collected and analyzed at the end of each grading period, using the quartile system in Lead4Forward to categorize students into quartile groups for intervention and instructional purposes. Teachers review data in PLCs and the results are used to some extent to drive instruction and evaluate effective teaching practices. Teachers would benefit from additional support in using the data to drive small group instruction and in developing skills and practices in collecting and analyzing multiple sources of data to drive targeted student instruction in both small groups in the classroom and in pull out interventions.

Grade level PLCs are scheduled twice per week for the purpose of collaborative planning. These grade level learning communities target lesson planning, data review, strategic planning, and collaborative teaching strategies for the following week. Grade levels and programs meet quarterly with the administrative staff and instructional coaches to analyze data and map out strategies. PLC teams will continue to meet during campus staff development days for long range planning prior to each grading period. Our campus leadership team will continue to implement its Effective Schools Framework campus goal of improving levels of student growth through targeted instruction during small groups. The leadership team has developed a plan and timeline to assist teachers in better collecting and analyzing data to provide targeted instruction.

All student progress is monitored in monthly rotating intervals as part of the campus MTSS meetings with the administrative team, grade level teachers, support team. Struggling students are discussed and intervention plans are developed or monitored using data from staff. MTSS committee meetings are held during conference times for grade level teams, once per month during each grade level's planning time. Student progress is determined based on various assessments and input from intervention teachers. These meetings are scheduled by the MTSS coordinator (assistant principal) and attended by the principal, counselor, LSSP, academic support teachers, ESL teacher and classroom teachers. Students in special education are staffed upon prior to initial and annual ARDs or to review services at staffing meetings and attended by the general education teachers, special education teachers, speech therapist, LSSP, counselor, assistant principal, diagnostician, ESL teacher (if applicable) and Dyslexia Intervention teacher (if applicable), and campus principal. Staffings are held weekly after school and prior to any ARD meeting to review data and assist in the development of recommendations for the ARD. The addition of an ESSER funded academic support teacher allows for 45/45 interventions to be provided a minimum of two times a week in groups no larger than 5:1.

Summer school was provided this summer for students in grades 3 and 4 who scored likely failed or in the zone of uncertainty for math and/or reading. ESSER funds were used to provide 12 half days of instruction to students in June.

Katy Elementary School continues to place a high priority in employing a high-quality, talented staff. All teachers, including all new teachers, will have the opportunity to attend a variety of professional development sessions on campus through Power Up Mondays. The professional development will be based upon the needs identified in this improvement plan and will be provided by our own teacher leaders, the campus instructional specialist, campus administration, and a few outside professionals. It is important at Katy Elementary to provide ongoing, very targeted, job-embedded professional learning. Focus areas will be continued implementation of Lead4Ward strategies with daily student targeted small group



instruction, Reading Academy, and ESL strategies to increase levels of listening and speaking to promote growth of EL students. The campus focus for staff development this year will be on developing common knowledge, skills and strategies for providing targeted student instruction and data collection in all grade levels and content areas.

All grade level teachers will be encouraged to obtain ESL certification with the campus goal of having 100% of the grade level teachers ESL certified. All staff is continually encouraged to obtain 30 hours of GT credit.

Our campus has created a school-wide discipline management plan and house system, incorporating the principles of PBIS and the Ron Clark Academy. Staff will receive training prior to the beginning of the school year and students will have house reveals during the campus Red Ribbon Week activities. Staff house leaders and PBIS staff committee leaders will continue to meet with the campus leadership team members each grading period to monitor and revise the programs.

Parents, teachers, and students at Katy Elementary take pride in their school and the school's reputation of success. The perception of Katy Elementary among all is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character. Katy Elementary's focus goes far beyond STAAR scores and accountability ratings. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, adjustments are made within instruction, the school context and organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have with their PLCs and also to prepare for their individual classroom instruction. There is a unified passion for students and making a positive and significant difference among the staff that promotes unity of purpose and drives all to meet the needs of each student on campus.

Katy Elementary classrooms were previously all equipped with technology at a 1:1 ratio for students and devices. Due to our recent campus technology retrofit, only classrooms in grades 3-5 will have 1:1 ratio for students and devices. Students in grades PK-2 will have a 4:1 ratio for students and devices. Red tagged devices, provided by the district, are available to any student for check out to take home to use. Students are provided with opportunities to utilize technology each day as part of the workstation model in ELA and math classes. The integrated use of technology across content areas and grade levels continues to increase each year. All students in grades K-5 will continue to use Amira, a web based reading program aligned with The Science of Teaching Reading, to target essential reading skills. All students in grades K-5 will continue to use Dreambox as part of math stations. Our staff continues to work collaboratively with our instructional technologist in order to gain further knowledge and skills with effective use of technology in the classroom and to provide students and parents with resources to support learning at home.

This year all ELA teachers will be implementing the district's new curriculum and resources. A new master schedule has been developed to ensure all grade level and content areas meet the district time requirements in all content areas. ELT is no longer a part of our campus schedule, as all content areas have small group instructional blocks scheduled for small group instruction. Last year all teachers in second grade, third grade, new hires and the ICs successfully completed the Texas Reading Academy and will integrate components in daily instruction. This year one ECSE teacher and any new hires in grades K-3 special education will participate in the Texas Reading Academy.

<b>Three Year Discipline Incident Comparison</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>
2.23-Physical contact/Creating a disruptive environment	29.00	50.00	42.00
3.5-Engaging in conduct that disrupts the school environment	4.00	1.00	
2.5-Creating a disruption/disturbance	18.00	7.00	7.00
2.20-Non compliant with directives; disrespectful	10.00	17.00	3.00
3.20-Using profane/obscene/threatening language (verbal or written)	1.00	2.00	2.00
2.17-Using inappropriate language (verbal or written)	5.00	11.00	7.00
3.9-Fighting; physical aggression or contact	4.00	15.00	2.00
2.22-Persistent classroom or bus offenses	1.00	1.00	2.00

<b>Three Year Discipline Incident Comparison</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>
3.18-Creating potential health or safety hazard		1.00	
3.2-Assault (by contact or threat) non-mandatory DAEP or JJAEP	10.00	4.00	5.00
3.27-Persistent level 2 offenses			4.00
3.39-Vandalizing/Defacing property; non-felony graffiti; inappropriate use of property	3.00	3.00	4.00
3.23-Mooning/Streaking; any other form of nudity; exposing undergarments, pantsing	1.00	1.00	1.00
2.3-Defacing library/classroom materials/textbooks or another person's property	1.00		4.00
3.8-Failing to disclose information; lying; falsifying report or 911 call		1.00	
2.26-Violating the Responsible Use Guidelines (RUG)	1.00		4.00
2.34-Stealing or theft (minor), unauthorized use of property		3.00	
2.2-Cheating/Copying the work of another	2.00	1.00	
3.31-Making ethnic, racial or gender-related slurs; inappropriate acts	1.00		
2.10-Telling a falsehood	1.00		
2.24-Inappropriate public display of affection	1.00		
2.9 Elopement	1.00	2.00	
3.35-Telecommunication device violation (other than minor offenses)			
3.40-Possessing/Concealing weapon			1.00
2.1-Bullying (confirmed) on the basis of other	2.00		
2.30-Telecommunication device (3rd & subsequent minor offense)			1.00
2.32-Possessing toys and other nuisance item(s)	2.00		
3.17-Hazing; stalking (non-sexual)			
3.33-Stealing, unauthorized possession, theft, burglary			
4-Assault (with bodily injury) non-employee		1.00	1.00
2.1-Bullying (confirmed) on the basis of disability	1.00		
2.11-Encouraging/Promoting fight	1.00		
2.15-Harassment (confirmed) on the basis of other			
2.15-Harassment (confirmed) on the basis of race, color or national origin	1.00		
2.25 Recording Device	1.00		
2.33-Truancy/Skipping class/AWOL			
2.37-Possessing look-alike weapon(s)	1.00		
2.7-Possession of prescription/nonprescription drugs/medication, homeopathic-like substances, etc.	1.00		

<b>Three Year Discipline Incident Comparison</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>
3-Possessing/Concealing knife (non illegal)			
3-Teacher removal of student - formal			
3.24- Noncompliance, repeated	1.00		
3.3-Committing extortion, coercion, blackmail		1.00	
3.30-Engaging in sexual conduct or making sexual comments			
3.41-Exhibiting/Selling of look-alike weapons			1.00
3.7-Elopement (multiple incidents)	1.00		
4-Possessing air soft gun, BB-gun, etc. (mandatory-local policy)			
4-Serious or persistent level 3 offenses	1.00		
<b>Total</b>	<b>107.00</b>	<b>122.00</b>	<b>91.00</b>

### School Processes & Programs Strengths

Campus strengths include:

1. A shared passion possessed by each staff member to make a positive difference in the lives of others
2. Scheduled and sacred weekly team planning, twice a week, and quarterly long range planning in PLCs
3. Teachers' ability to identify, implement and monitor strategies for MTSS
4. The ability to interpret and use common assessment data to drive instructional decisions
5. Effective MTSS and staffing for ARD processes which are an integral part of systematically monitoring and assisting struggling students
6. Power Up Mondays and learning walks to increase the opportunities for all staff to gain knowledge and skills in an environment which fosters continued growth
7. Effective and consistent targeted interventions provided to 45/45 students by academic support and ESSER funded academic support teacher closes instructional gaps and fosters student growth across demographic groups
8. A master schedule and calendar maximize the amount of time spent on instruction and ensure times to allow teams scheduled opportunities to collaborate and plan
9. Interruptions to the instructional day are kept to a minimum and staff removal from instructional time is minimized
10. Safety drills are performed frequently and efficiently

All of these strengths provide a "safety net" to monitor and adjust instructional strategies to help each student reach his/her highest potential.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Fewer special education and at risk students score at the meets and/or exceeds level on STAAR. **Root Cause:** Teachers lack the skills and tools to provide small group instruction to meet the targeted needs of students in the general classroom.

# Perceptions

## Perceptions Summary

All Katy Elementary staff has a common shared vision to make a positive and significant difference in the life of each student, staff member, parent and community member on a daily basis. The Katy Elementary staff and learning community is committed to all students reaching his/her highest level of success. The entire campus believes students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. With this in mind, the students are taught the value of perseverance and teachers focus on pointing out progress to students on a regular basis. Students are taught the benefit of always doing their best the first time and to never be fearful to take a risk as a learner. Our staff sets high expectations for each student and provides a framework to support each student in reaching his/her highest potential through targeted interventions and enrichment opportunities. This year our campus is focused on providing more individualized, targeted student learning opportunities during small group time in the general education classroom to better facilitate the growth of each student.

Katy Elementary is committed to maintaining a welcoming and positive school environment that promotes continued parental and community involvement. We strive to provide a responsive climate for parents and to widely communicate ways for parents and community members to partner with us in educating the children of Katy. Our PTO continues to be an asset to our campus, providing support through active parental and community volunteer involvement. Although our school enrollment is smaller compared to others in our district, our reported volunteer hours continues to meet or exceed those of campuses with much larger student enrollments. The diversity of our campus is not noticed due to the efforts of our staff working in partnership with our PTO to coordinate many programs throughout the year to support families and students in need of assistance. We utilize a variety of options to assist parents and community in staying informed about campus events that include enews email communication, Remind text or emails, campus and grade level specific web sites, school Twitter account, Facebook, PTO Facebook page and website, weekly campus newsletter enews with upcoming events and campus information, the campus marquee, and hard copies of notes in the front office. Our KEYS mentoring program continues to increase the number of mentors each year and a large number of community members serve as parent tutors to our students during the school day. We take pride in the fact that parents and visitors always comment on the warm and inviting feel of our campus.

Katy Elementary School has a school-wide system of routines and procedures designed to maintain a safe and orderly learning environment for all. Teachers and staff routinely practice school and classroom procedures designed to establish and maintain a positive learning environment. Respect for staff, students, community, country and world is modeled and reinforced daily in a positive school environment that values the importance of good citizenship attributes. Students and staff are recognized and rewarded daily for demonstrating one of the school's ten identified citizenship attributes. All homeroom teachers facilitate classroom communities through the daily use of Morning Meetings, which strives to model empathy and acceptance for others' differences and reduce occurrences of bullying and disruptive behaviors. Based on feedback gathered from students and staff, in an effort to further enhance our school's sense of community, our staff came to a consensus to develop a new schoolwide plan based on the principles of PBIS which also includes the initiation of a campus created house system, based on the principles of the Ron Clark Academy.

Structured workstations are a campus expectation in academic core classes with small group instruction that targets specific student needs. Teams are provided two weekly opportunities to collaborate and plan as grade level teams. A focus this year will be to provide differentiated, target instruction in small groups to all students, based on identified student needs and to collect and monitor student progress. Staff will continue to work collaboratively to analyze levels of student progress throughout the year, using data collected from a variety of sources.

Katy Elementary continues to have a low incidence of discipline referrals. Campus discipline data shows positive progress with the number of discipline referrals decreasing over time as the campus continues to refine the system of school wide procedures/routines using our posted school-wide positive behavior expectations. Through collaboration from all teams represented on both the newly formed House and PBIS committees, new PBIS school wide expectations and a house system will be implemented this school year to meet the changing emotional and behavioral needs of students and further enhance a positive school environment for all. The implementation of morning meetings will continue to build a positive classroom environment through the development of relationships and proactively prevent bullying behaviors before they begin. The counselor continues to implement the Character Strong program through guidance lessons with grade levels, working collaboratively with the physical education teacher to teach and apply social and emotional and CATCH TEKS through a co-teaching mode.

## Perceptions Strengths

1. Katy Elementary staff has a shared vision which is committed to facilitating each student's growth in a positive learning environment
2. There is a legacy of generations of families who attend and are actively involved in campus activities
3. PTO members are actively involved and support the school
4. 100% of all KE staff continue to be members of the PTO
5. Guests and visitors consistently report a positive atmosphere on our campus
6. The student enrollment continues to grow at Katy Elementary with most parents reporting they purposely moved into our school zone due to our school's continued reputation of excellence
7. The number of parents and community members volunteering at the school continues to increase
8. The discipline incident referral rate decreased and remains low

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** The campus lacks uniformity and consistency in enforcing schoolwide procedures and classroom management. **Root Cause:** Current school staff lacked ownership and adequate training in the past schoolwide procedures and effective classroom management practices.

# Priority Problem Statements

**Problem Statement 1:** A lower percentage of students in grades 3 and 4 score at meets or exceeds in reading and math, as compared to students in grade 5.

**Root Cause 1:** Teachers in grades 3-4 lack the skills and tools to target student needs in small group instruction.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Fewer special education and at risk students score at the meets and/or exceeds level on STAAR.

**Root Cause 2:** Teachers lack the skills and tools to provide small group instruction to meet the targeted needs of students in the general classroom.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** The campus lacks uniformity and consistency in enforcing schoolwide procedures and classroom management.

**Root Cause 3:** Current school staff lacked ownership and adequate training in the past schoolwide procedures and effective classroom management practices.

**Problem Statement 3 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data



- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals


**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.




**Performance Objective 1:** HB3: The percent of Katy Elementary third grade students who achieve meets and above in reading will increase to 73% by July 2024.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR 2024

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will provide students targeted, differentiated instruction in reading during small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students scoring at or above meets or masters in reading will increase by at least 2%, as measured by STAAR 2024</p> <p><b>Staff Responsible for Monitoring:</b> ICs, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide required hours of targeted intervention to Accelerated Learning students in grades 4-5 in the areas of reading through the use of an additional academic support teacher and a summer school academy.</p> <p><b>Strategy's Expected Result/Impact:</b> All AL students will reach required number of hours for targeted intervention by April 2024. All AL students will demonstrate growth, as measured by state accountability standards in August 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Support Teachers, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Supplemental Teacher salary and summer school funding - 282 - ESSER III</p>	Formative			Summative
	Oct	Jan	Apr	June
	 40%			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Professional development and PLCs will provide training and resources to all staff in data collection to target student instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate progress in reading, as measured by Amira, module reading assessments, interims and STAAR 2024.</p> <p><b>Staff Responsible for Monitoring:</b> ICs and administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Professional development materials - 199 - General Fund</p>	Formative			Summative
	Oct	Jan	Apr	June
	 30%			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All ELA teachers will implement the district's new ELA curriculum with fidelity, utilizing new district resources and district instructional minutes.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will demonstrate progress in reading, as measured by module assessments, TPRI, AMIRA, TELPAS, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> ELA IC and administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
	 55%			



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 1:** A lower percentage of students in grades 3 and 4 score at meets or exceeds in reading and math, as compared to students in grade 5. **Root Cause:** Teachers in grades 3-4 lack the skills and tools to target student needs in small group instruction.

**School Processes & Programs**

**Problem Statement 1:** Fewer special education and at risk students score at the meets and/or exceeds level on STAAR. **Root Cause:** Teachers lack the skills and tools to provide small group instruction to meet the targeted needs of students in the general classroom.



**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.







**Performance Objective 2:** The percent of Katy Elementary third grade students who achieve meets and above in math will increase to 70% by July2024.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR 2024

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will provide students targeted, differentiated instruction in math during small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students scoring at or above meets or masters in reading will increase by at least 2%, as measured by STAAR 2024.</p> <p><b>Staff Responsible for Monitoring:</b> ICs and administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide required hours of targeted intervention to Accelerated Learning students in grades 4-5 in the area of math through the use of an additional academic support teacher and a summer school academy.</p> <p><b>Strategy's Expected Result/Impact:</b> All AL students will reach required number of hours for targeted intervention by April 2024. All AL students will demonstrate growth, as measured by state accountability standards in August 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Support Teachers, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Supplemental academic support teacher and funding for summer school - 282 - ESSER III</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Professional development and PLCs will provide training and resources to all staff in data collection to target student instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate progress in math, as measured by Dreambox, interims and STAAR 2024.</p> <p><b>Staff Responsible for Monitoring:</b> ICs and administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All math teachers will implement a fact fluency curriculum with fidelity, utilizing new resources and district instructional minutes.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will demonstrate progress in fact fluency, as measured by fluency assessments</p> <p><b>Staff Responsible for Monitoring:</b> ICs, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Reflex Math - 199 - General Fund Other Donation - \$3,995</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Performance Objective 2 Problem Statements:**







Student Learning
<p><b>Problem Statement 1:</b> A lower percentage of students in grades 3 and 4 score at meets or exceeds in reading and math, as compared to students in grade 5. <b>Root Cause:</b> Teachers in grades 3-4 lack the skills and tools to target student needs in small group instruction.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Fewer special education and at risk students score at the meets and/or exceeds level on STAAR. <b>Root Cause:</b> Teachers lack the skills and tools to provide small group instruction to meet the targeted needs of students in the general classroom.</p>

**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 3:** The percentage of EL students demonstrating growth will increase by 10%, as measured by STAAR 2024 and TELPAS 2024.

**Evaluation Data Sources:** STAAR reading, math and science 2024 ; TELPAS 2024

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All emergent bilingual students (English learners), with parent approval for ESL program participation,, minimally receive English Language Arts and Reading (ELAR) instruction by teachers who are certified in ESL, along with ELAR certification for the appropriate grade level(s).</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of ESL students who demonstrate growth as measure by TELPAS 2024 will increase by 2%; All grade level ELAR teachers will be ESL certified by August 2024</p> <p><b>Staff Responsible for Monitoring:</b> ESL ISST, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers are informed of the English language proficiency levels of the emergent bilingual students (English learners) in their classrooms, and Professional Learning Communities actively utilize the ELPS to provide meaningful opportunities for ELs to develop social and academic English proficiency in listening, speaking, reading and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of ESL students who demonstrate growth as measure by TELPAS 2023 will increase</p> <p><b>Staff Responsible for Monitoring:</b> ESL ISST, ICs, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers of emergent bilingual students (English learners) participate in professional development that addresses instruction that is sheltered and culturally responsive.</p> <p><b>Strategy's Expected Result/Impact:</b> All emergent bilingual students will demonstrate growth as measured by TELPAS 2024</p> <p><b>Staff Responsible for Monitoring:</b> ESL ISST, ICs, Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide parent and family engagement activities (parent and student) to parents/guardians of emergent bilingual students (English learners) that is supplemental to the services provided to all parents.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of ESL students who demonstrate growth as measure by TELPAS 2024 will increase by 2%</p> <p><b>Staff Responsible for Monitoring:</b> ESL ISST, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				










**Goal 2:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 1:** All staff will fully implement all campus developed PBIS schoolwide expectations and house system with fidelity.

**High Priority**

**Evaluation Data Sources:** PBIS data reports from app; Discipline data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All staff will receive on-going professional development on campus developed PBIS, house system and use of PBIS app.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of staff will implement PBIS expectations, house system and PBIS app with fidelity.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS leaders, House leaders, Counselor, Assistant Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> PBIS and House Supplies - 199 - General Fund PTA Donation - \$2,000, Materials for Professional Development - 199 - General Fund - \$800</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All staff will provide positive reinforcement to students and staff daily, according to campus developed expectations, using the PBIS app.</p> <p><b>Strategy's Expected Result/Impact:</b> All students and staff will be provided positive reinforcement for demonstrating expected behaviors at least twice a week, as measured by the PBIS app's weekly reports.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS leaders, House leaders, Counselor, Assistant Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> PBIS app - 199 - General Fund PTA Donation - \$4,552.75</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus PBIS Leaders and House Leaders will monitor and evaluate effectiveness of PBIS and house system implementation through collecting and analyzing data from a variety of sources and stakeholders each grading period during committee meetings with counselor and administration.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of PBIS and house system will be continually monitored and revised to increase levels of positive ratings from all stakeholders, as collected through surveys and PBIS data.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS leaders, House leaders, Counselor, Assistant Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

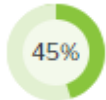

Perceptions
<p><b>Problem Statement 1:</b> The campus lacks uniformity and consistency in enforcing schoolwide procedures and classroom management. <b>Root Cause:</b> Current school staff lacked ownership and adequate training in the past schoolwide procedures and effective classroom management practices.</p>







**Goal 2:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 2:** Provide staff, students and parents with information, resources and tools to provide for the social/emotional needs of all.

**High Priority**

**Evaluation Data Sources:** Climate and culture survey results, Student bullying survey results, staff feedback, student feedback, guidance lessons, MTSS data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The counselor and physical education teacher will provide social and emotional lessons to students in grades K-5, integrating health and physical education TEKS (CATCH), once per grading period.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of bullying incidents will decrease, as compared to the number reported in 2022-23.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Physical Education Teacher, Assistant Principals</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Health TEKS will be implemented in all grade levels</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, P.E Teacher, ICs, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				






Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The counselor will provide information, facilitate events and teach guidance lessons focused on violence and bullying prevention on a monthly basis using the Character Strong program.</p> <p><b>Strategy's Expected Result/Impact:</b> Students, staff and parents will receive information and resources to support development of positive character traits</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Character Strong lesson materials - 199 - General Fund PTA Donation - \$500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide staff a link to acknowledge and highlight staff talents, accomplishments and contributions in the weekly faculty bulletin.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased ratings on climate/culture survey by staff in feeling valued at work</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 3:** Increase student attendance rate by 1/2 percent from 2022-23 ADA, in accordance with district initiative.

**High Priority**

**Evaluation Data Sources:** ADA data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement student attendance incentives using the PBIS app and house system.  <b>Strategy's Expected Result/Impact:</b> Students average daily attendance rates will increase by 1%.  <b>Staff Responsible for Monitoring:</b> ADA, House leaders, Counselor, Administrators</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

# Campus Funding Summary

<b>199 - General Fund</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Professional development materials		\$0.00
2	1	1	Materials for Professional Development		\$800.00
<b>Sub-Total</b>					<b>\$800.00</b>
<b>199 - General Fund PTA Donation</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	PBIS and House Supplies		\$2,000.00
2	1	2	PBIS app		\$4,552.75
2	2	3	Character Strong lesson materials		\$500.00
<b>Sub-Total</b>					<b>\$7,052.75</b>
<b>199 - General Fund Other Donation</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Reflex Math		\$3,995.00
<b>Sub-Total</b>					<b>\$3,995.00</b>
<b>282 - ESSER III</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplemental Teacher salary and summer school funding		\$0.00
1	2	2	Supplemental academic support teacher and funding for summer school		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>

# Addendums

The percent of **Katy** Elementary 3rd grade students who achieve Meets and above in Reading will increase **66%** to **73%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			67%	69%	71%	73%
Actual	61%	66%	57%	63%	60%	
Met Goal			N	N	N	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Katy	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	4	50%	26	50%	79	71%	0		1	0%	1	100%	4	100%	16	25%	19	58%	13	46%
		2021 Actual	6	33%	15	40%	70	63%	1	100%	3	67%	0		1	0%	18	28%	13	8%	5	40%
		2022 Actual	6	17%	22	73%	68	62%	0		0		1	100%	2	100%	25	40%	27	41%	4	50%
		2023 Target		50%		65%		72%				0%		100%		100%		25%		51%		46%
		2023 Actual	5	20%	41	41%	77	70%	0		2	50%	2	100%	2	100%	28	11%	34	35%	8	13%
		Met Target		N		N		N						Y		Y		N		N		N
		2024 Target		50%		65%		72%				0%		100%		100%		21%		45%		46%

The percent of **Katy** Elementary 3rd grade students who achieve Meets and above in Math will increase from **63%** to **70%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			64%	66%	68%	70%
Actual	62%	63%	50%	49%	49%	
Met Goal			N	N	N	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Katy	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	4	50%	26	31%	79	73%	0		1	0%	1	100%	4	100%	16	19%	19	37%	13	38%
		2021 Actual	6	33%	15	33%	70	54%	1	0%	3	67%	0		1	100%	18	22%	13	15%	5	60%
		2022 Actual	6	17%	22	45%	68	53%	0		0		1	100%	2	50%	25	28%	27	33%	4	25%
		2023 Target		50%		46%		63%				0%		100%		100%		19%		43%		38%
		2023 Actual	5	20%	40	28%	76	61%	0		2	0%	2	100%	2	100%	28	11%	33	24%	7	14%
		Met Target		N		N		N						Y		Y		N		N		N
		2024 Target		50%		38%		63%				0%		100%		100%		21%		43%		38%